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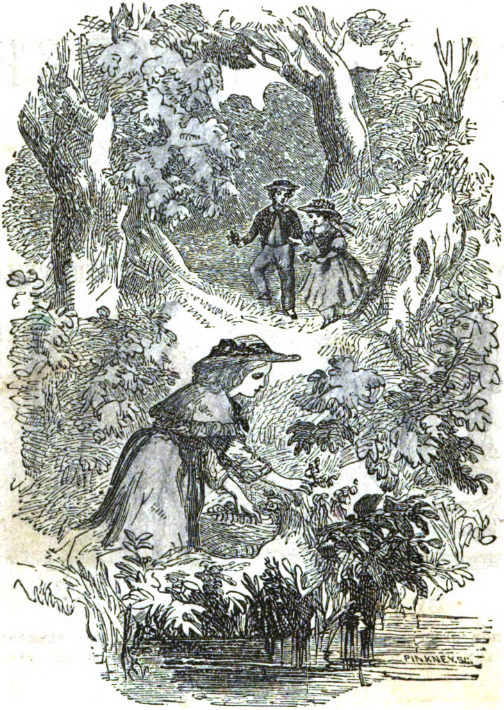
SANDERS



'Tis sweet to feel the cheerful air,
To see the lovely flowers;
To think of Him whose bounteous care
Has clothed this world of ours.

Sanders' New Series.

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FIRST BOOK.

CONTAINING

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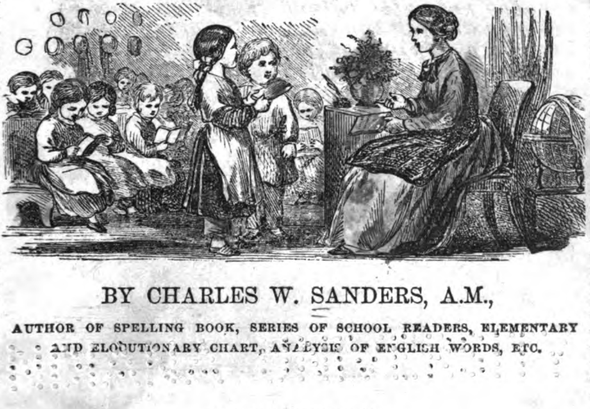

BY CHARLES W. SANDERS, A.M.,

AUTHOR OF SPELLING BOOK, SERIES OF SCHOOL READERS, ELEMENTARY AND ELOCUTIONARY CHART, ANALYSIS OF ENGLISH WORDS, ETC.

NEW YORK:
IVISON, PHINNEY, BLAKEMAN & CO.,
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PREFACE.

The present is the first of a New Series of Reading Books, prepared in compliance with the request of many educators in various parts of the country. The chief aim throughout is to supply the demand for greater variety in the style and matter.

The plan, however, of the present Series differs not materially from that of the former one; for the remarkable favor shown to that Series, added to the significant fact that most works of similar design, since produced, have been closely modeled after them, is a sufficient proof of the excellence of the arrangement.

The words of each Lesson, for the most part, are previously arranged in columns, as an exercise in spelling. These should be thoroughly studied by the pupil, so that, when they appear in the reading exercise, he may pronounce them with ease, promptness, and accuracy.

The illustrations will be found singularly apt and suggestive. They have been designed expressly for this Series, and can not fail to lead the young mind to further inquiries respecting the subjects represented.

No pains have been spared to render the New Series superior, if possible, to their predecessors, and thus to merit a continuance of that extensive patronage which the author's works have so long enjoyed.

New York, 1860.

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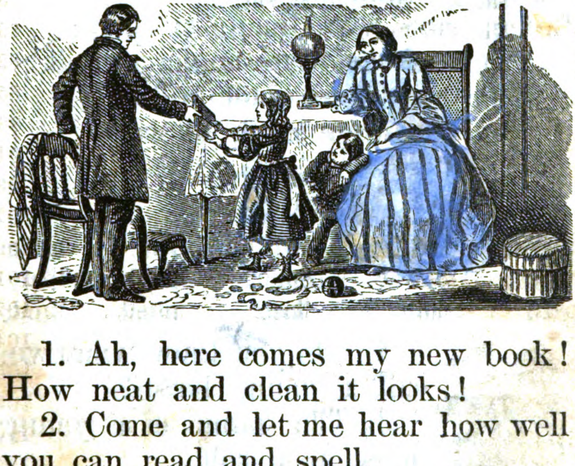
SANDERS' NEW SERIES.

LESSON I.

here
comes
book
neat
clean
looks
hear
well
read
spell
your
that
done
shall
write
name
please
learn
rest
class



1. Ah, here comes my new book! How neat and clean it looks!

2. Come and let me hear how well you can read and spell.

3. That was well done. Shall I write your name in your new book?

4. If you please. Now I can learn to read as well as the rest of my class.

LESSON II.

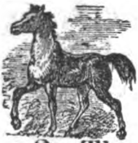
have
two
ears
tongues
should
much
more
than
speak
were
made
talk
eyes
feet
walk

1. As we have two ears, and but one tongue, we should hear much more than we speak.

2. Our ears were made to hear;
Our tongues were made to talk;
Our eyes were made to see;
Our feet were made to walk.

LESSON III.

know
what
call
young
horse
colt
will
soon
large
ride
back
must
near
fear
kick



1. Do you know what we call a young horse?

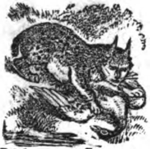
2. The name of a young horse is a colt.

3. The colt will soon be so large, that we can ride on his back.

4. We must not go too near the colt, for fear he may kick us.

LESSON IV.

lynx
catch
hens
geese
lambs
teeth
head
like
those
long
legs
sharp
nails
climb
tree



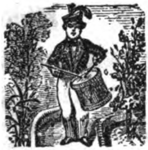
1. The lynx will catch hens, geese, and lambs.

2. The ears, eyes, teeth, and head of a lynx, are like those of a cat.

3. The lynx has long legs, and long, sharp nails. It can climb a tree.

LESSON V.

boy
beats
drum
with
sticks
has
small
black
plume*
knew
who
when
was
old
you



1. The boy beats his drum with his sticks.

2. He has a small, black plume in his hat.

3. I knew a boy who beat the drum well, when he was but two years old.

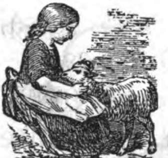
4. Do you like to beat the drum?

---

* In the case of the word *plume*, as in many others, the teacher will perceive, that some little explanation is necessary.

LESSON VI.

come
see
Jane
feed
her
its
fine
soft
wool
white
snow
make
out
fond
kind



1. O, come and see Jane feed her pet lamb!

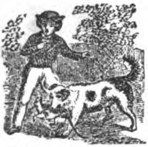
2. Its fine, soft wool is as white as snow.

3. Do you know what we make out of lamb's wool?

4. The lamb is fond of Jane; for Jane is kind to her lamb.

LESSON VII.

Carl
caught
bin
wheat
tried
bite
shook
fast
could
chance
some
dogs
cats
rats
mice



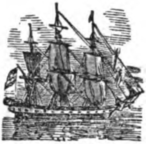
1. O pa, Carl has caught a big rat! He caught it near the bin of wheat.

2. The rat tried to bite the dog; but he shook it so fast, it could not get a chance.

3. Some dogs, as well as cats, know how to catch rats and mice.

LESSON VIII.

ships
sail
deep
wide
sea
mast
round
world
men
guide
helm
where
they
part
hull



1. Ships are made to sail on the deep, wide sea.

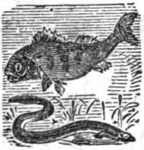
2. We can sail round the world in ships.

3. Men guide the ship with a helm, and make it go where they please.

4. Do you know in what part of the ship the helm is?

LESSON IX.

kinds
fish
are
good
food
scales
swim
none
their
fins
which
use
oars
tail
them



1. Some kinds of fish are not good for food.

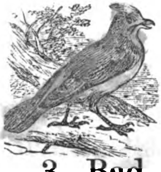
2. Some have scales, and some have none.

3. Fish swim with their fins, which they use as oars.

4. They use the tail for a helm to guide them where they please.

LESSON X.

sing
lark
cross
bird
harsh
voice
boys
girls
hawk
crow



1. The jay can not sing as well as the lark.

2. The jay is a cross bird. It has a harsh voice.

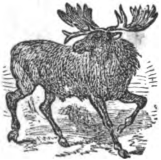
3. Bad boys and girls, like bad birds, do not like to sing.

4. Good boys and girls like to sing.

5. The hawk and crow do not sing. Can you sing?

LESSON XI.

full
grown
elks
horns
dark
keen
grass
herbs
twigs
trees
flesh
skins
thick
warm
gloves



1. A full grown elk is as large as a horse.

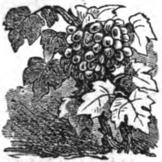
2. Elks have large horns, and dark, keen eyes.

3. They feed on grass, herbs, and the twigs of small trees.

4. Their flesh is good for food, and their skins make thick, warm gloves.

LESSON XII.

fruit
best
peach
pear
plum
grapes
pick
off
while
green



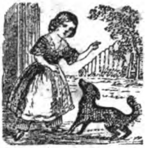
1. Boys and girls are fond of good fruit.

2. Which kind of fruit do you like best,—peach, pear, plum, or grapes?

3. You must not pick off the fruit while it is green.

LESSON XIII.

Ann
went
aunt
left
Trip
home
found
gone
down
lane
find
house
said
rogue
mean



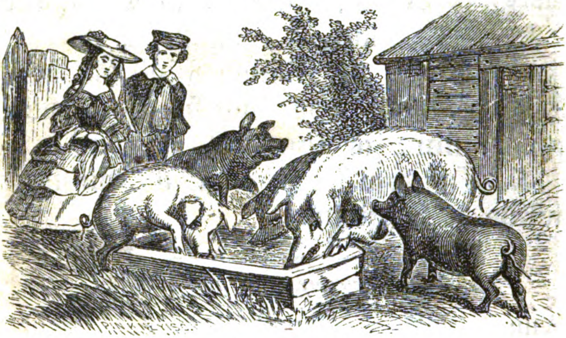
1. One day Ann went to see her aunt; but she left her dog, Trip, at home.

2. As soon as Trip found Ann was gone, he ran down the lane where she went, to find her.

3. When he came to the house where Ann was, she said: "Trip, you rogue, I did not mean you should know where I was to-day."

LESSON XIV.

pigs
root
ground
eat
act
try
want
stand
trough
where
fight
most
keep
hands
clothes



THE PIGS.

1. Pigs like to root in the ground. They are not as neat as lambs.

2. Pigs like to stand in the trough where their food is, and fight to see which can get the most to eat.

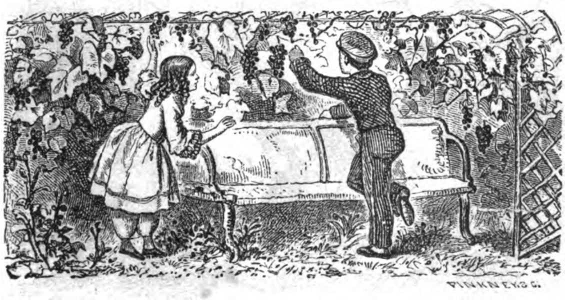
3. They act as if they could not get as much as they want.

4. When boys and girls eat, they must not eat fast like the pigs.

5. You must try to keep your hands and clothes neat and clean.

LESSON XV.

vine
grapes
may
ripe
bunch
sweet
ought
both
sick
sour
wild
grow
shine
from
juice



THE GRAPE VINE.

1. Jane, the grapes are ripe, and we may pick a bunch and eat them.

2. How sweet and fine they are!

3. If we eat more then we ought, they will make us both sick.

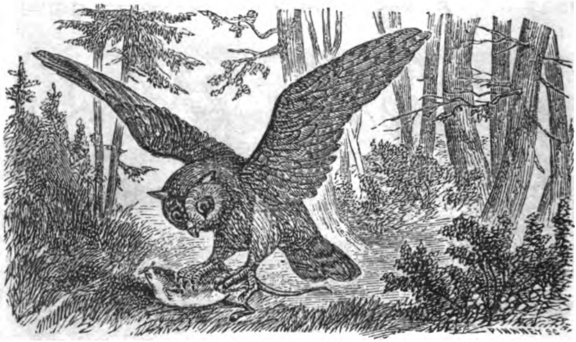
4. Some grapes are sweet, and some are sour. Wild grapes are sour.

5. Grapes grow best where the sun can shine on them.

6. Do you know what is made from the juice of the grape?

LESSON XVI.

owl
claws
shines
flies
woods
sits
all
day
sun
shade
then
birds
peace
set
barn



THE OWL.

1. The owl is a large bird, and it has long, sharp claws.

2. Its large, round eyes are so made, that it can see best in the dark.

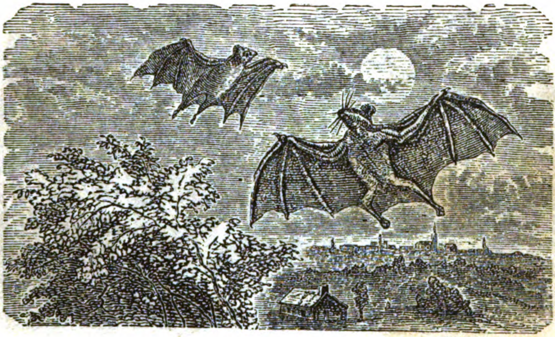
3. As the owl can not see well when the sun shines, it flies to the woods, and sits all day in the shade.

4. Then all the small birds pick at the owl, so that it has no peace.

5. When the sun has set, it comes to the barn to catch hens, rats, and mice.

LESSON XVII.

bat
fly
one
wings
mouse
bear
strong
light
hole
yard
bugs
folks
kill
wrong
harms



THE BAT.

1. The bat has wings, and it can fly.

2. It has a head like a mouse, and sharp teeth like those of the cat.

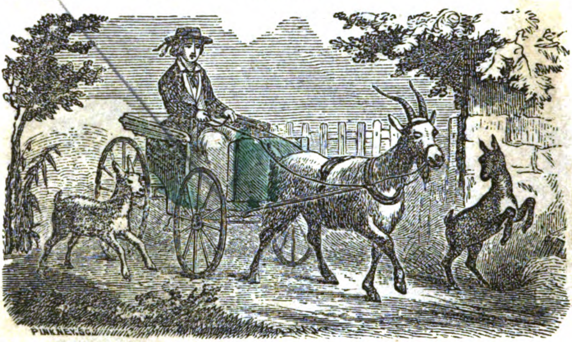
3. The bat, like the owl, can not see well by day, as its eyes can not bear the strong light of the sun.

4. When it is dark, it comes out of its hole, and flies round the house and yard to catch flies and bugs.

5. Some folks try to kill the bat; but this is wrong, as it harms no one.

LESSON XVIII.

kid	draw	short	take	leap
goats	cart	butt	board	fence
taught	sled	heads	milk	drawn



THE GOAT AND HER KIDS.

1. Do you know what we call the young goat? The name of the young goat is a kid.

2. Young goats can be taught to draw a cart or a sled.

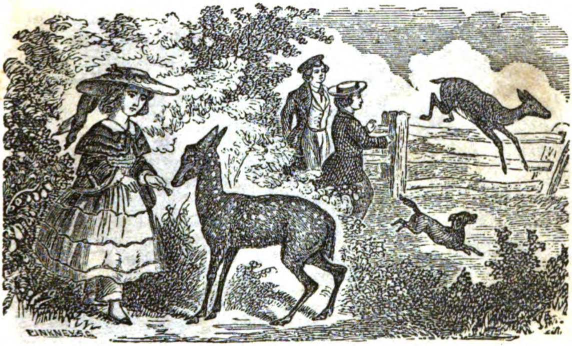
3. Goats have short horns, and they like to butt with their heads.

4. Men take goats to sea, on board of ships, for their milk.

5. Our fine, soft, kid gloves are made out of the skins of young goats.

LESSON XIX.

deer
fawn
spots
till
year
male
friend
mine
once
kept
tame
would
hand
spry
bound



THE FAWNS.

1. The fawn is a young deer.

2. Fawns have small, white spots on them, till they are a year old.

3. When they are a year old, the male fawns have small horns.

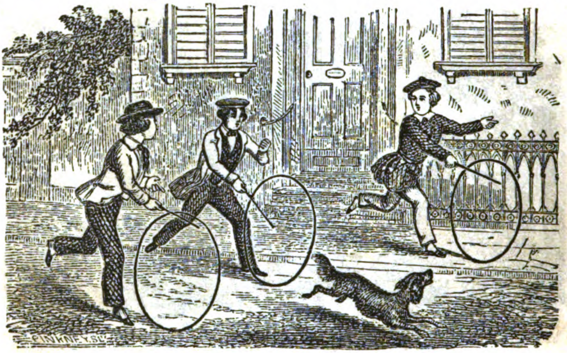
4. A friend of mine caught a young fawn, which he kept two years.

5. It was so tame that it would come and eat out of his hand.

6. Fawns are so spry that they can leap a fence with a bound.

LESSON XX.

sport
roll
run
hoop
how
says
three
start
first
wins
race
think
tries
play
count



BOYS AT PLAY WITH THEIR HOOPS.

1. It is fine sport for boys to roll their hoops. How fast they run!

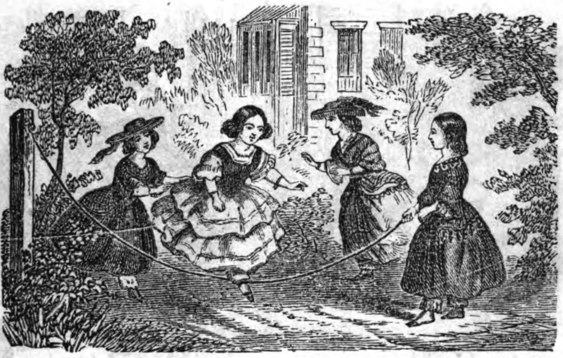
2. One boy says: "One, two, three, *off!*" and then they all start and run as fast as they can.

3. The boy that comes out first, wins the race. I think the dog will win it, if he tries.

4. Boys, you must not be so fond of play that you can not learn. Now let us see who will be first in his class

LESSON XXI.

chase	end	swings	steps	way
fox	rope	jump	takes	each
tie	post	fails	place	turn



GIRLS CHASING THE FOX.

1. Girls like to play "Chase the Fox." They tie one end of a rope to a post, and one of the girls swings it.

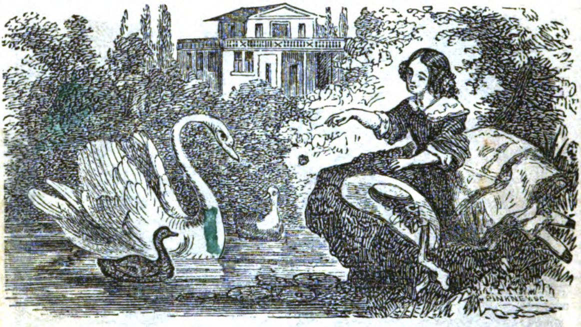
2. While she swings it, all the rest run round and jump the rope.

3. When one fails to jump the rope, she steps in, and takes the place of the one that swings it.

4. In this way, each swings the rope in turn, so that all may have the same part in the play.

LESSON XXII.

this	slim	worms	eggs	nest
goose	neck	shell	months	might
swans	seeds	lays	hatch	break



THE SWANS.

1. Is this a goose? No; it is a swan; but it looks like a goose.

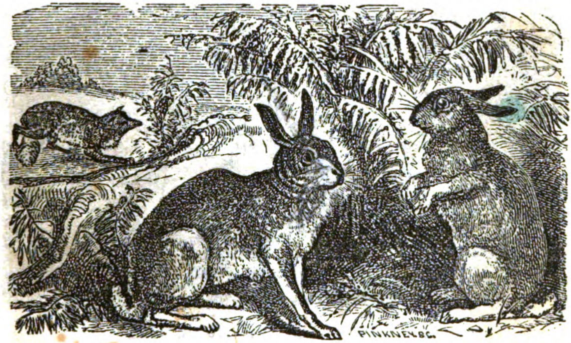
2. The swan has a long, slim neck, and short legs. Swans feed on grass, seeds, worms, and shell-fish.

3. The swan lays large, white eggs, and it takes her two months to hatch them. What do we call a young swan?

4. When the swan is on her nest, she is so cross that no boy should go near her; for she might break his arm with one stroke of her wings.

LESSON XXIII.

hares
gnaw
bark
shrubs
night
time
chew
sheep
shut
sleep
takes
stroke
cud
sly
arm



THE HARES.

1. The hare has long legs, long ears, and large, round, black eyes.

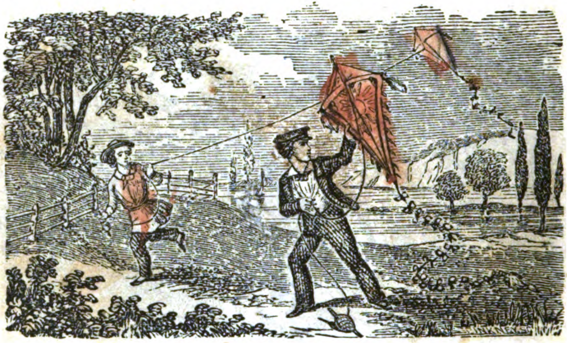
2. Hares have long, sharp teeth, so that they can gnaw off the bark and twigs of small trees.

3. They feed on herbs and shrubs at night; but, in the day time, they sit and chew the cud, like the sheep.

4. Hares do not shut their eyes when they sleep, so that they can see the sly fox, if he comes to catch them.

LESSON XXIV.

kite	high	face	fall	blows
soar	air	wind	spring	hard



BOYS FLYING THEIR KITES.

1. The kite is made so light, that it can soar high in the air.

2. If the kite had not a long tail to keep its face to the wind, it would soon fall to the ground.

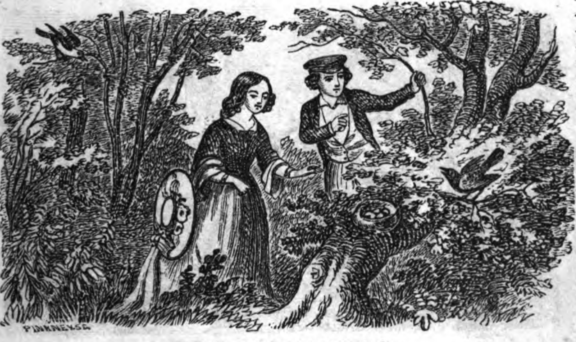
3. When the wind blows too hard, it is not a good time to fly the kite.

4. The best time to fly the kite is in the Fall or Spring of the year.

5. Boys should not go on the top of the house to fly their kites, for fear they might fall.

LESSON XXV.

Ruth	five	build	barns	dig
there	blue	own	holes	why



BIRDS' NESTS.

1. O Ruth, here is a bird's nest! There are five eggs in it.

2. No one could make a bird's nest as well as a bird.

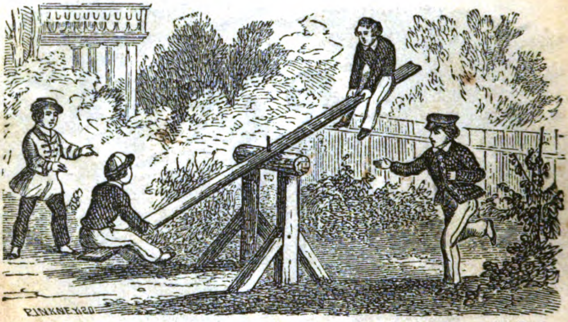
3. A young bird can build its own nest, the first time it tries, as well as the old bird.

4. Some birds build their nests on the ground, some in barns, and some dig holes in the ground.

5. Do you know what kinds of birds make their nests in the ground?

LESSON XXVI.

love
plank
bench
slip
care
spoil
just
lost
does
hold



BOYS AT PLAY.

1. Most boys are fond of play; but they should love their books too.

2. A long plank is made fast to a high bench, so that it can not slip.

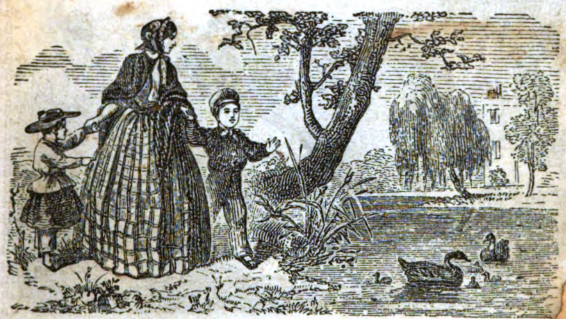
3. See how the boys spring with their feet, and sing: "Up and down, here we go, up and down!"

4. Take care, boys! if you should fall, it would soon spoil your sport.

5. One boy has just lost his hat, and I fear he will fall, too, if he does not hold fast to the plank.

LESSON XXVII.

ducks bills dive calls wants
broad flat ones quack wish



THE DUCKS.

1. Ducks have long, broad bills, short legs, and flat feet. When they swim they use their feet for oars.

2. The young ducks like to swim and dive as well as the old ones.

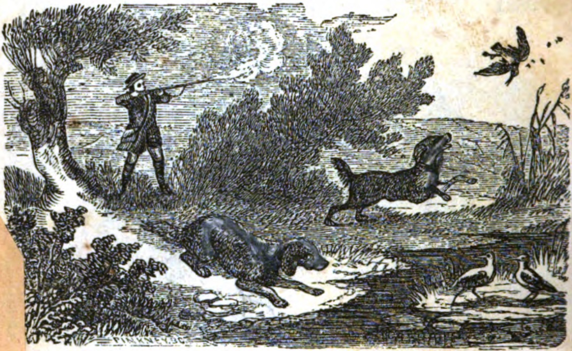
3. When the old duck calls her young, she says; "Quack! Quack!"

4 Then the young ducks run to see what she wants.

5. Boys and girls, when you hear our pa or ma call, you, too, should go to see what they wish you to do.

LESSON XXVIII.

snipes
hunt
scent
shoot
lies
waits
runs
brings
fire
shot



THE WAY MEN HUNT SNIPES.

1. The snipe has a long bill, so hat it can pick out the worms that e deep in the mud.

2. Some men hunt snipes for food.

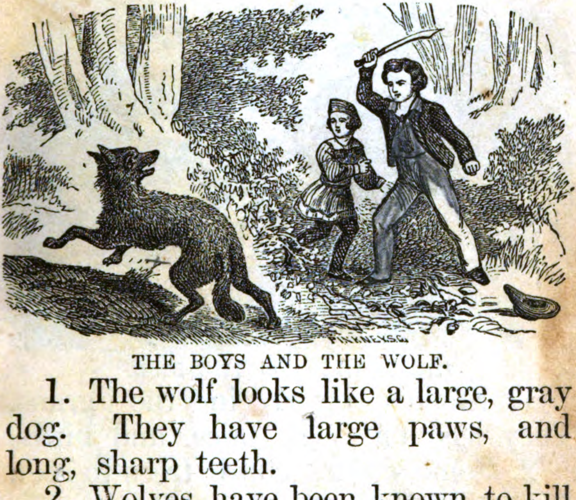
3. They have dogs to scent them out, and, when the snipe flies up, the men shoot it while on the wing.

4. When a dog comes near a snip he lies down, and waits till the m comes to shoot it.

5. As soon as he shoots the sni the dog runs and brings it to him.

LESSON XXIX.

wolf paws been flock took
gray wolves known drove knife



THE BOYS AND THE WOLF.

1. The wolf looks like a large, gray dog. They have large paws, and long, sharp teeth.

2. Wolves have been known to kill a large flock of sheep in one night.

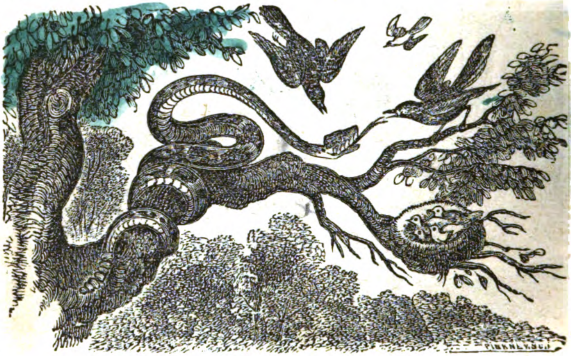
3. A man once drove a wolf to her den. He then took his gun and some fire, went in, and shot the wolf.

4 Do you know who that man was?

5. A wolf tried to kill two boys; but one of the boys, who had a large knife in his hand, drove him off.

LESSON XXX.

snakes	frogs	snake	charm	sent
crawl	seek	too	mouth	binds



THE SNAKE AND THE BIRD.

1. Snakes crawl in the grass. They feed on frogs, mice, and birds.

2. Some snakes climb trees to seek for young birds in their nests.

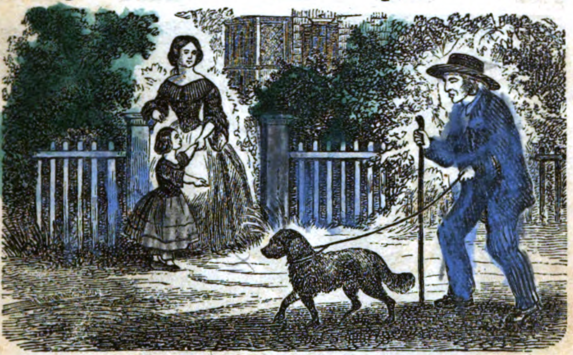
3. If the old bird flies near the snake, it will catch her too.

4. Some kinds of snakes can charm birds. They then fly so near the mouth of the snake that it can catch them. Cats can charm birds too.

5. Good boys and girls do not like to see snakes or cats kill birds.

LESSON XXXI.

lead
string
child
leads
poor
blind
lose
path
need
bread



THE BLIND MAN AND HIS DOG.

1. O ma! do you see that man lead his dog with a string?

2. My child, the man does not lead the dog; but the dog leads the man.

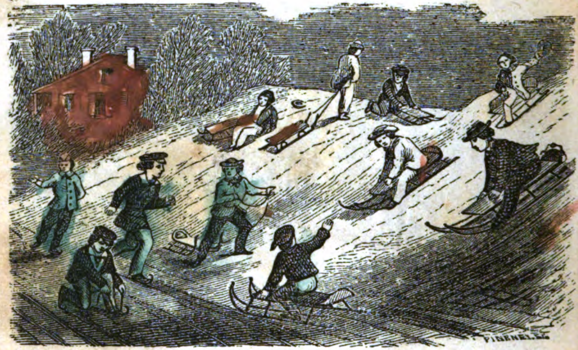
3. The poor man is blind. He can not see So his dog leads him, that he may not lose his path.

4. If you were to shut your eyes, you could not see to walk and run.

5. Then, if you were blind you would need some one to lead you, and keep you in the path.

LESSON XXXII.

snow
glee
hills
sleds
skate
ice
cold
mind
hurt
give



BOYS RIDING ON THEIR SLEDS.

1. When the snow is on the ground, boys are full of glee; for they can then ride down hill on their sleds, or skate on the ice.

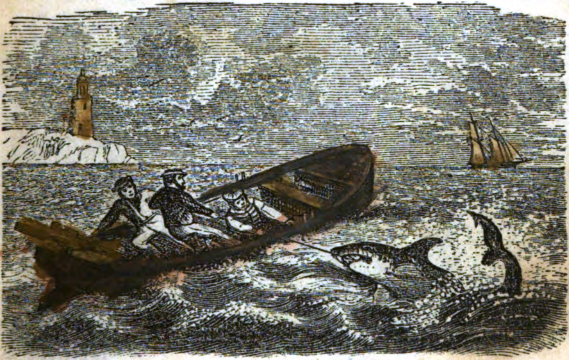
2. Their hands and feet are cold; but they like the sport so well, they do not mind that.

3. Do not run in the way of that small boy; for, if you do, you will trip him up, and hurt him, or break his sled.

4. You should give those boys a ride, who have no sled of their own.

LESSON XXXIII.

shark
cord
hook
put
piece
meat
drop
jerk
twelve
length



THE WAY SHARKS ARE CAUGHT.

1. The shark is a large fish. It has a wide mouth, and sharp teeth.

2. When men wish to catch a shark, they tie a cord to a large hook.

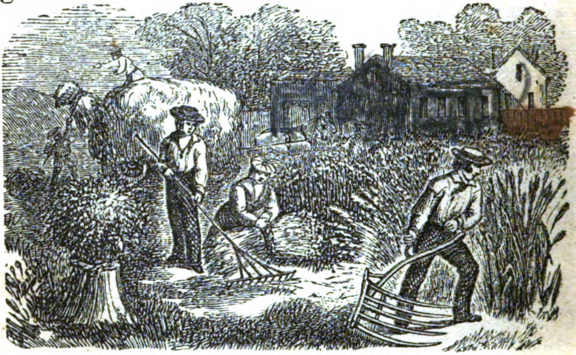
3. They then put a piece of meat on the hook, and drop it down where the shark can see it.

4. As soon as the shark takes hold of the meat, the men jerk the cord, and hook him in the mouth.

5. Sharks have been caught, that were more than twelve feet in length.

LESSON XXXIV.

fields	cuts	sheaves	chaff	cakes
grain	rakes	thrash	flour	pies



THE WHEAT FIELD.

1. Come, let us walk out, and see the fields of grain.

2. Here is a large field of wheat. It is now ripe, and fit to cut.

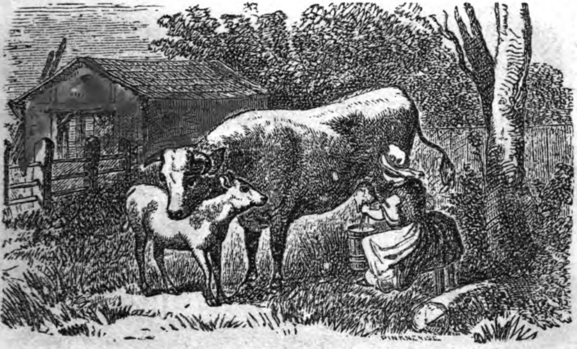
3. One of the men cuts it down, and one rakes it up, and binds it.

4. The sheaves are drawn to the barn, where the men thrash out the grain, and fan the chaff from the wheat.

5. The wheat is then sent to the mill, where it is ground, and out of the flour are made bread, cakes, and pies.

LESSON XXXV.

gives maid calf cows boots
quarts goes meet calves shoes



THE COW AND THE CALF.

1. The cow gives us good milk. She gives twelve quarts a day.

2. When the cow comes to the yard, the maid goes to milk her.

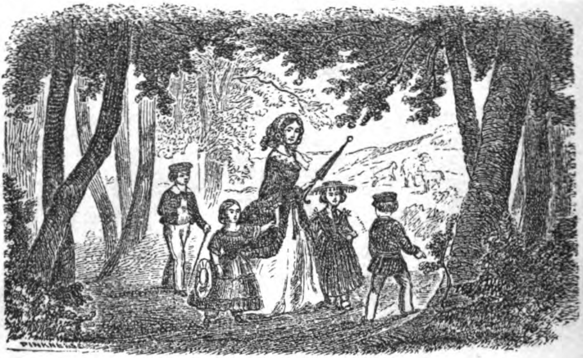
3. The calf runs to meet the cow; for it is quite fond of milk.

4. The cow eats grass, hay, and grain. The calf can not eat hay and grain; but it can eat grass.

5. Men tan the skins of cows and calves, and out of them boots and shoes are made.

LESSON XXXVI.

grove leaves seem God things
clear glad skip makes line



A WALK IN THE GROVE.

1. It is a fine day, and we will take a walk in the grove.

2. The sun is warm, the wind is soft, and the sky is clear.

3. The leaves are out on the trees, and we can hear the sweet birds sing.

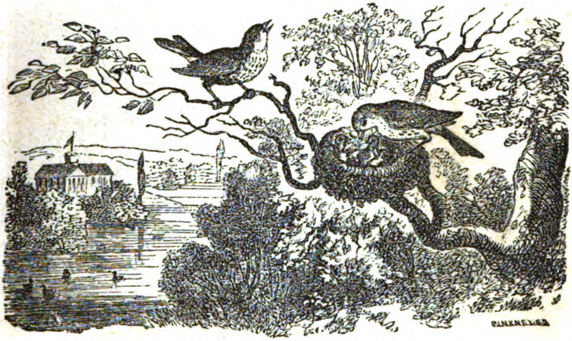
4. How glad they seem! They sing to tell us of their joy.

5. The lambs are glad, too, and they jump and skip on the green grass.

6. We ought to love God; for it is He who makes us and all things glad.

LESSON XXXVII.

pray
tell
tall
rude
song
harm
mar
joy
sky
top
hills
close
east
west
mate



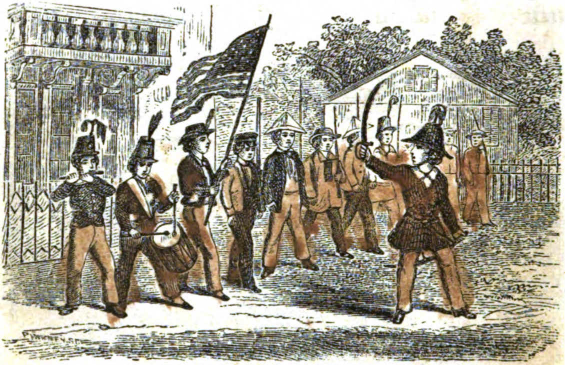
THE HAPPY BIRD.

"Pray tell me, bird, what you can see
Up in the top of that tall tree?
Have you no fear that some rude boy
May come and mar your peace and joy?"

"O no! my child; I fear no harm,
While, with my song, I thus can charm;
'What can I see?'—the soft blue sky,
The hills, and woods, and fields, close by;
But not a place in east or west,
I like so well as this small nest;
My mate is here, my young ones, too,
And here we sit and sing to you."

LESSON XXXVIII.

dress
train
swords
march
wheel
right
halt
flag
fife
straight



BOYS TRAINING.

1. Boys like to dress up, and train with guns and swords.

2. The boy with the sword, tells them when to march, when to wheel to the right or left, and when to halt.

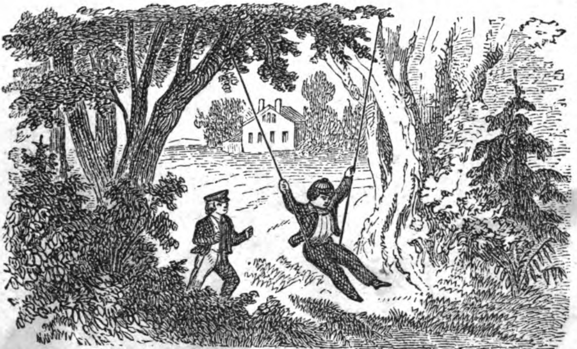
3. One boy has a flag, one blows the fife, and one beats the drum.

4. All the rest have guns, made of wood, and they march in a line.

5. Boys like to hear the sound of the fife and drum, and to keep time with their feet as they march.

LESSON XXXIX.

James
John
swing
swung
same
strive
spoil
reach
books
school



THE WAY BOYS SHOULD PLAY.

1. James and John went out one day, to swing in the grove.

2. It was warm, and the swing was put up in the shade of the trees.

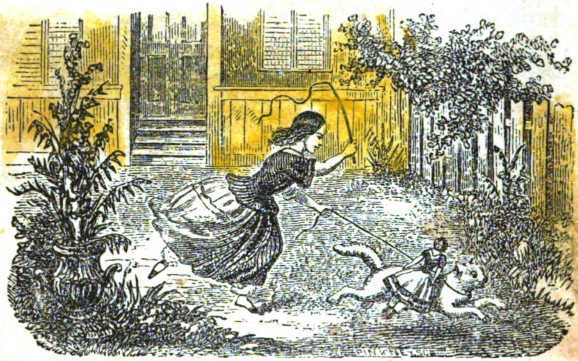
3. James sat on the seat, and John swung him as far as he could.

4. Then James took his turn, and swung John in the same way.

5. They did not strive to see who should swing first, and so spoil their sport; but each took his turn, and, in this way, they had a fine time at play.

LESSON XL.

pur
fed
hid
side
doll
drew
reins
guide
whip
held
struck
blow
broke
through
bring



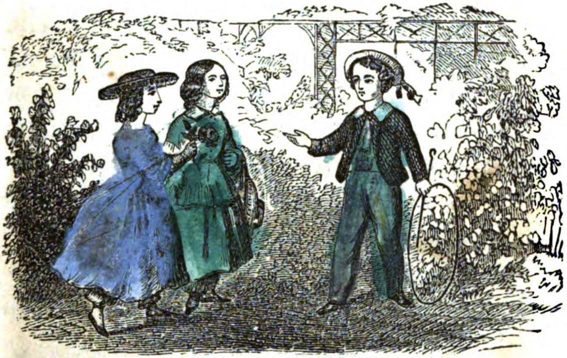
ANN AND HER CAT.

1. Ann had a cat by the name of Snow. She would run and play by her side, or sit near her and pur.

2. She fed the cat each day with milk and meat, and let her lie by the fire at night.

3. One day Ann saw a girl ride by on a horse. "Now," said she, "Snow shall be my doll's horse."

4. She tied the doll on the cat's back, and then put a long string



THE FIRST ROSE.

1. Ann and Ruth had a rose bush, and Frank had a pear tree that bore large bell pears.

2. One day, as Ann and Ruth went out to see their rose bush, they found on it a red rose in full bloom.

3. "Ruth," said Ann, "let us pick this first rose, and give it to Frank."

4. "O yes!" said Ruth; "that will please him much. You may pick the rose, and I will give it to him."

5. "Frank, roll your hoop out this way, and see what a fine, red rose we have on our bush," said Ann.

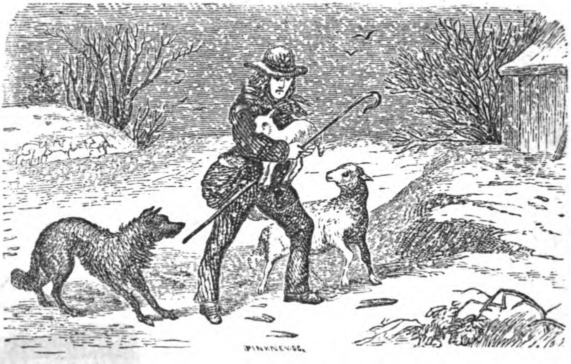
6. Frank gave his hoop a knock,

and as soon as he came where the girls were, Ruth gave him the rose.

7. "Thank you," said Frank; "you shall each have one of my fine, large pears, as soon as they get ripe."

LESSON XLIV.

flakes dead keeps coats door
thick leave grows clothes mats



THE SNOW STORM.

1. See the white flakes of snow! How thick and fast they fall!

2. This man has been out in the fields with his dog, and found a poor lamb in the snow.

3. It was not quite dead; so he took it to his barn, to keep it from the cold.

4. The poor sheep keeps close by his side. She does not like to have her young lamb leave her.

5. But the man will take care of the lamb, and keep it in his barn, with the old sheep, till the green grass grows; then it will skip and run with the rest of the lambs.

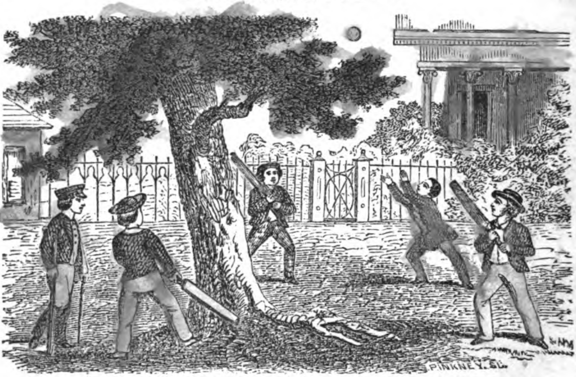
6. The sheep have thick coats of wool to keep them warm, when it is cold; but the lamb's wool is not so thick and long.

7. But its wool will soon grow, and then it will have a thick coat too.

8. We must take good care of the sheep and lambs; for they give us wool to keep us warm, and their flesh is good for food.

LESSON XLV.

four
ball
sent
oak
crutch
lame
elm
lay
these
days



BOYS PLAYING AT BAT AND BALL.

1. Here are four boys at play with bat and ball, near the old oak tree.

2. One boy has just struck the ball, and sent it high in the air.

3. The boy near the oak tree, will catch the ball as it comes down.

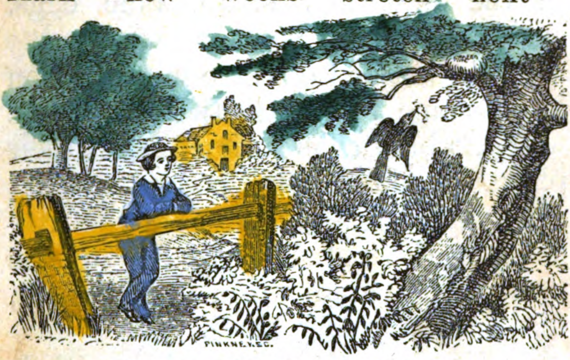
4. Then it will be his turn to take the bat, and knock the ball.

5. The boy with a crutch in his hand, is lame, and he can not run and play with the rest of the boys.

6. O, see the boys with bat and ball,
At play out on the green!
But, when for school they hear the call,
With books they soon are seen.

LESSON XLVI.

whose	lock	black	worm	brought
Mark	flew	weeks	stretch	next



THE BOY AND THE BIRD'S NEST.

1. A boy whose name was Mark, one day took a walk in the fields, where he saw a bird fly near him, with a lock of wool in its mouth.

2. He saw it fly to an elm tree, that stood by the side of the lane, and, when it had put the wool in the nest, it flew back to the fields to get some more.

3. It was hard at work, and Mark stood still for a long time to watch the bird, and see how it made its nest.

4. In a few days Mark came once more to watch the bird, and he found in the nest four small, blue eggs, each with black spots on one end.

5. At the end of three weeks, when Mark came to look at the nest, there were no blue eggs in it; but, in their place, he found four young birds.

6 As he came down from the tree, he saw the old bird fly up to the nest, with a small worm in its mouth, to feed the young birds.

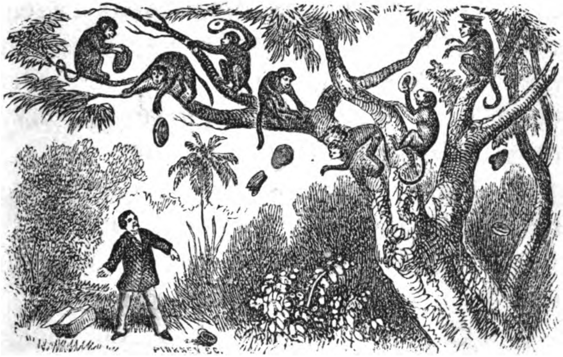
7. He saw them stretch up their heads to take the food, which the old bird had brought for them.

8. As soon as these young birds can fly, they will leave their nest, and seek their own food; and the next year they, too, will build nests.

9. Mark was a good boy, and he did not rob the birds of their eggs, nor take their young birds from the nest; for he had a kind heart, and had been taught, that it was wrong to rob birds' nests.

LESSON XLVII.

caps
sell
nap
slept
stole
threw
clubs
stones
heed
threats
last
great
rage
sack
tricks
else
means
mates
toys
mild



THE MAN AND THE APES.

1. A man who had some caps, went a long way from home to sell them.

2. One day he put one of the caps on his head, and lay down in the shade of the trees to take a nap.

3. While he slept some apes came and stole the rest of his caps, put lay, [illegible] on their heads, and then ran up the high trees.

4. As soon as the man saw where his caps were, he threw clubs and stones at the apes, to make them give up the caps; but the apes did not heed them.

5. At last, the man, in great rage, took off his own cap, threw it down on the ground, and said: "You rogues, if you will not give up my caps, you may have this one too."

6. When the apes saw the man do this, they all took the caps off their heads, and threw them down where the man could get them.

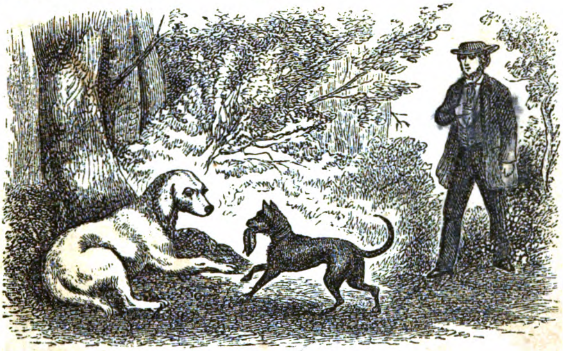
7. The man was glad to get back his caps. He put them in his sack, ran off as fast as he could, and left the rogues to play off their tricks on some one else.

8. Boys and girls may learn from this, that harsh means are not the best to make friends.

9. If you wish your play-mates to give up your toys, you mus rong mild and kind to them.

LESSON XLVIII.

Hund
third
thought
mile
few
drive
Trump
told
purse
cause



THE KIND DOG.

1. There was a man who had a small, black dog by the name of Hund.

2. One day Hund took his food in his mouth, ran off to the woods, and did not come back till night.

3. The next day he did the same. The third day the man thought he would go to see where the dog went.

4. They both went on a mile or more, till they came to a place where lay, on the ground, a large, white dog.

5. Hund went up to him, and gave

him the food he held in his mouth, and kept none for his own use.

6 The man soon saw that the dog had been hurt, and was so lame that he could not walk; so he took the dog, and brought him to his house.

7 The man took good care of the dog, and, in a few days, he was so well that he could run and play with Hund.

8. The lame dog had grown so fond of Hund, that the man did not like to drive him off.

9. One day a boy came by, and said: "O, there is my lost dog! Trump! Trump! come here, Trump!"

10. The man then told the boy, that his dog had been lame, and by what means he was found.

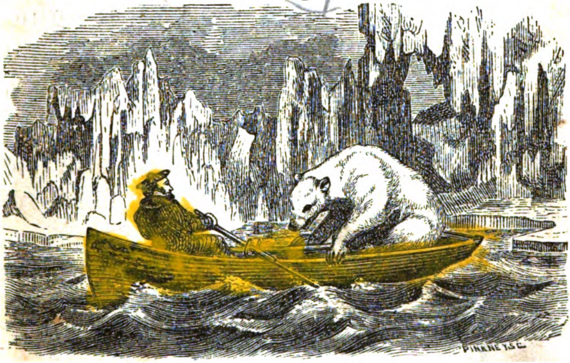
11. The boy took from his purse a piece of gold to give the man, who had been so kind to the lame dog.

12. But he told the boy he might keep his gold, and take the dog home.

13. He who does a kind act, will, some day, have cause to be glad of it.

LESSON XLIX.

north
boat
seat
stern
shore
stop
fare
state
Maine
land
bought
stump
view
slid
fell
lest
starve
death
help
hair



THE MAN AND THE BEAR.

1. A man saw a bear on a cake of ice, in the North Sea. He took a small boat, and went to kill him.

2. When the man came up to the ice, the bear got in, and took his seat on the stern of the boat, as though he meant to steer it. He did not try to hurt the man.

3. When the boat came to the shore, the bear did not stop to pay

his fare, or thank the man for his ride, but ran off as fast as he could.

4. A man in the State of Maine, went into the woods one day, to look at some land which he had bought.

5. He got up on a high stump of a tree, so that he could take a good view of his land.

6. But soon his foot slid, and he fell down into the stump, where he could not get out.

7. He was now in great fear, lest he should starve to death; for there was no one to help him out.

8. He was there all night; but, just at break of day, a bear came, and slid down into the stump; for it was his den, or place where he slept.

9. As soon as the man could reach the bear, he took hold of his long hair, and the bear drew him out.

10. The bear ran off, and the man went to his home. Thus the poor man would have lost his life, had it ot been for the aid of the bear.

LESSON L.

Lord	though	thine	mine	save
bend	thou	sends	earth	past
knee	word	health	wait	soul
lift	nigh	strength	guard	dwell
thee	move	friends	bless	praise

THE CHILD'S PRAYER.

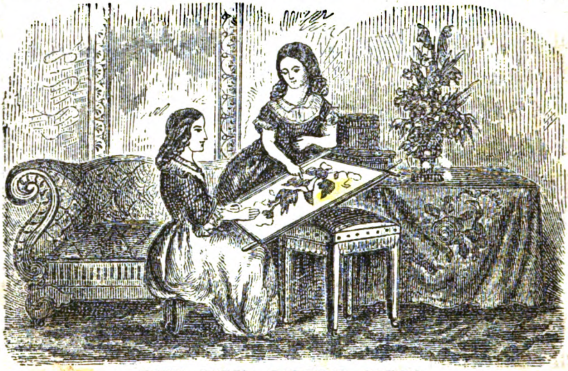
1. O Lord, as now I bend my knee,
And lift my heart and voice to thee,
Hear what a child can say!
For, though thou art the Lord most high
Thy word has said, that thou art nigh,
To hear us when we pray.

2. I come to thee; for thou art love:
It is in thee I live and move,
And all I have is thine:
It is thy love and care, that sends
My health and strength, my food and friends,
If I may call them mine.

3. While here on earth I wait thy will,
O, guard, and guide, and bless me still,
And save me when I die!
Then, when my days on earth are past,
My soul shall dwell with thee at last,
To praise thee in the sky.

LESSON LI.

show	thread	form	worth	change
hour	suit	cloth	spent	seems
shape	task	case	still	dear



THE KIND LITTLE GIRLS.

Ann. Ruth, I do wish you would show me how to work this grape vine. I have tried and tried for more than an hour to shape one of the leaves, and yet it does not look right.

Ruth. With all my heart, Ann; for I know how kind you were to help me to find my ball of thread last week.

Ann. O, who would not have done as much as that? But I can not work this vine to suit me; it seems so hard to make it look right.

Ruth. I know it is quite a task to form the shape of things on cloth; for I was more than a week at work on the rose bud for my watch case.

Ann. Yes; but now that it is done, it is worth all the time you have spent on it. If I could make this vine look as well as your rose bud, I should not mind the task.

Ruth. You have made the leaves too long, I think; you know, that the leaves of the grape vine, when full grown, are quite broad.

Ann. I know they are; still I could not make them look quite right: I did not know how to change them. Thank you, dear Ruth; now I think I know how to work them.

LESSON LII.

gives	heat	stars	field	wants
wear	moon	beasts	wise	grace

GOODNESS OF GOD.

1. God is good and kind to us all. It is HE who gives us food to eat, and clothes to wear.

2. HE made the sun to give us light by day, and the moon and stars to shine by night.

3. If there were no sun, the moon would not shine by night, and the grain and fruit would not grow.

4. God made all the beasts of the field, the birds that fly in the air, and the fish that swim in the sea.

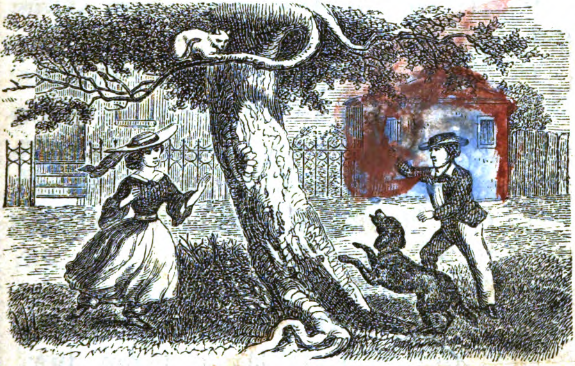
5. All have their life and breath from HIM; and, if HE did not take care of them, and give them their food, they would all soon die.

6. How wise and good HE must be to know all our wants, and to give us what we need!

7. Let us, then, love the Lord our God with all our heart, and with all our soul, and with all our strength, and with all our mind; for HE is good and kind to all.

LESSON LIII.

George
dish
fight
range
limb
calm
clap
tease
stay
tree
teach
ring
choose
ev er
oth er



THE DOG AND THE CAT.

1. George had a dog by the name of Vim, and Jane had a cat by the name of Tab.

2. Vim and Tab were great friends; and they would eat out of the same dish, and not fight, like some cats and dogs.

3. Vim would range the fields with George, but Tab would stay

near the house or barn, to catch the rats and mice.

4. If Tab went out in the fields to look for mice, Vim would think she was out of her place, and chase her back to the house.

5. But Tab soon found a good place to get out of old Vim's reach, and thus vex him more than he could tease her.

6. She would climb up the oak tree, and sit on a large limb, where Vim could not reach her.

7. See how calm she looks down at Vim, while he barks, and springs up by the side of the tree to catch her!

8. George, who was as fond of the sport as his dog, would clap his hands, and cry out: "Seek her! seek her!"

9. "O George, do call off old Vim!" said Jane. "Why do you wish to tease poor Tab?"

10. "She has no right to be out in the fields," said George. "She may learn to keep round the house and barn, and catch rats and mice."

11. "She has just as good right to be in the fields as you or Vim," said Jane. "How would you like to be kept in the house all the time?"

12. "We should not like it at all," said George; "for boys and dogs are not made to stay in the house, like girls and cats."

13. "True," said Jane; "but what harm can there be for us to go out in the fields, if we choose? Do call off old Vim, or you will teach him to be cross, and bite poor Tab, when she is in the house."

14. George took old Vim by the ring, and led him home. When he had gone, Tab came down from the tree, and Jane took her to the house, where they were as good friends as ever.

15. Boys and girls should be kind, and not tease and vex each other. If one has a pet or a fine toy, they should not hurt it, but take as good care of it as they would of their own.

12. "Yes," said the man, "he sprang in, took her by the clothes, and brought her safe on land."

13. "She must think a great deal of your dog," said Paul.

14. "She does," said he; "for since that time, she and the dog have been great friends."

15. "Thank you, sir," said Paul; "I must now go to see my friend. When I come to be a man, I hope I shall have such a dog of my own."

LESSON LV.

Be gins′,	commences.	Pro nounce′,	utter.
On′ ly,	merely.	Teach′ er,	tutor.
Eas′ y,	not hard.	A gain′,	once more.
Stud′ y,	apply the mind to.	Les′ son,	what is to be learned.

THE WAY TO LEARN TO READ.

1. When a child begins to walk, it can take only one or two steps.

2. When it can do this, it takes two or three more, and, in this way, it soon learns to walk all round the room.

3. It is just so in learning to read.

You first learn one, two, or three letters, and then you read the words which they form.

4. As soon as you can read short words with ease, you go on to those which are longer.

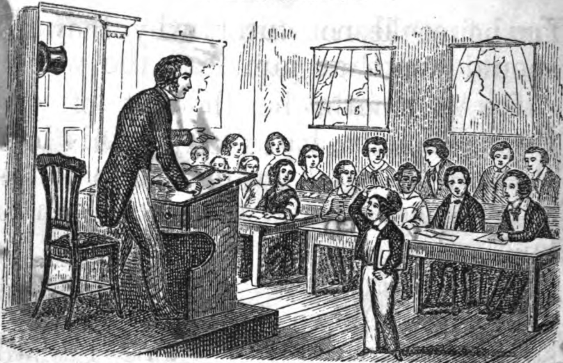
5. All the lessons which you have read thus far, in this book, are made of short, easy words.

6. In this one there are some longer words, which you will find in the spelling lesson.

7. These words you must study, so that you can pronounce them right, when you come to read them; or your teacher may think it best to put you back to the fore part of the book again.

LESSON LVI.

Be gan′,	commenced.	Re ply′,	answer.
Be cause′,	for the reason.	A way′,	off.
Pleas′ ant,	pleasing.	Proud,	haughty.
Man′ ner,	way.	Be came′,	came to be.
Read′ y,	quick.	Courts,	halls of justice.



CHARLES AND HIS BIG HAT.

1. A boy whose name was Charles, had a hat which was too large for him; so, to make it fit, he put some white wool in it.

2. Charles wore the hat to school, and hung it on a peg in the hall; but the wool stuck fast to his head.

3. As soon as he went into the school room, the boys and girls began to laugh; and he thought it was because he came so late.

4. When the teacher saw the wool on his head, he said: "Why, Charles, where did you get your white wig?"

5. Charles knew not what to say;

for he could not think why they all should laugh at him.

6. At length, he thought of the wool which he had put into his hat. He laid his hand on his head, and, as soon as he felt the wool, he began to laugh too.

7. He then said, in a very pleasant manner: "Oh sir, my head was too small for my hat! I hope I shall soon have more brains to fill it out, and then I shall not need the wool."

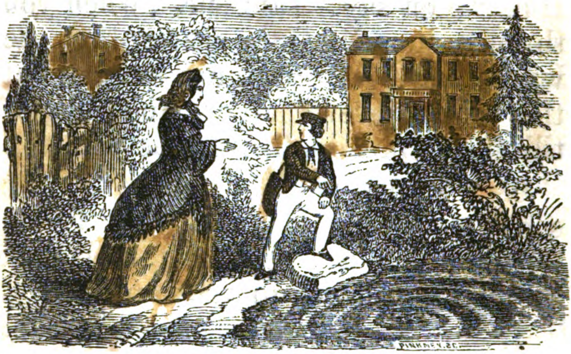
8. By this apt and ready reply, his teacher saw that, if he had not as much brains, he had more good sense than some of the boys and girls who made sport of him.

9. Though Charles was a poor boy, he was not so proud as to stay away from school, as some boys would have done, because his hat was too large for his head.

10. Charles was a good boy, and, when he became a man, he was made a judge in one of the courts.

LESSON LVII.

Waves, swells of water
Walk′ ing, traveling.
A long′, on; onward.
Try′ ing, making effort.
Knowl′ edge, learning.
Larg′ er, more large.
Spread, disperse.
O′ ver, on the surface.
Ci′ pher, use figures.
Fame, renown.



THE BOY AND THE WAVES.

1. Near the road, in which little Edgar went to school, was a small pond of water.

2. When Edgar came to this pond, he would pick up stones, and throw them into the water, to see the waves roll toward the shore.

3. One day, as Edgar was thus at play, his teacher came along, took him by the hand, and led him to school.

4. While they were walking along the road, his teacher told him, that the waves were like little boys who are trying to gain knowledge.

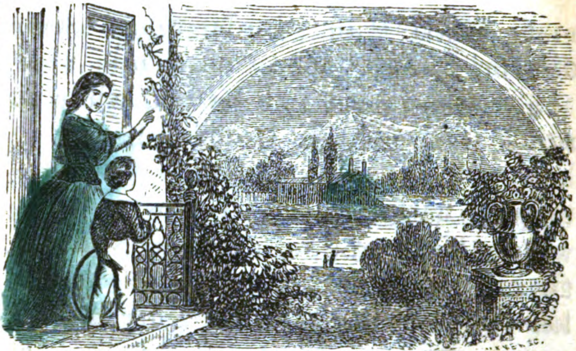
5. "You saw," said she, "when you threw a stone into the water, that the waves were, at first, quite small; but they soon grew larger and larger, till they spread all over the pond.

6. "When you began to go to school, you knew but a very little; but now you can read and spell, and soon you can learn to write and cipher.

7. "And thus, if you keep on learning till you are a man, your mind will become larger and larger, like the waves; and your fame may yet be spread all over the world."

LESSON LVIII.

Sor′ ry, grieved.
Fault, blame.
Ap pear′, seem.
Cross, peevish.
Deal, amount.
O′ ver, past.
Paint′ ed, colored.
Plac′ ed, put.
Heav′ ens, sky or air.
Sign, token.



THE RAINY DAY.

1. "O dear!" said Rollin to his mother, as he stood by the door, "now the rain has come; I fear it will be a wet day, and then I can not go out to play.

2. "What shall I do in the house all day long? I do wish it would not rain all the time; for I do not like these wet days."

3. "My son," said his mother, "I am sorry to hear you find fault, and appear so cross when it rains.

4. "Rain does a great deal of good. If there were no rain the grass and grain would not grow, and all the

men, beasts, and birds would soon die for want of food and drink.

5. "You need not be out while it rains. You have a good house to keep you dry, books to read, and toys to play with, while you are in doors.

6. "When the rain is past, you can go out, and see how gay all things look. The grass will be fresh and green; and, if the sun shines, you may see a fine sight!"

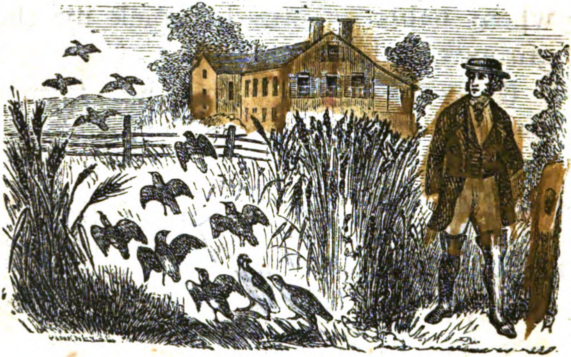
7. When Rollin heard what his mother said, he took his hoop, and went to play, till the rain was over.

8. As he came to the door, he said: "O mother, do come and see what a fine sight there is in the clouds! It looks like a great hoop, painted with red, blue, green, and yellow!"

9. When his mother came to the door, she told him that the great hoop which he saw in the clouds, was the rainbow; and that God had placed it in the heavens as a sign, that He would not again drown the earth.

LESSON LIX.

Pic′ ture,	likeness.
Chick′ ens,	young of fowls.
Re′ al,	actual.
Ob′ ject,	thing.
Al′ so,	likewise.
Ap pear′,	look.
Pig′ eon,	species of dove.
Oft′ en,	frequently.
Bush′ es,	small shrubs.
Sea′ son,	time.
Cov′ ers,	overspreads.
Pur′ pose,	design.



QUAILS.

1. Here is a picture of a flock of quails. There are two old ones, and ten chickens.

2. A picture of any thing is not the thing itself. It may be larger or smaller than the real object.

3. Here is, also, the picture of a man, and yet you know that a man is much larger than the picture.

4. The quails, in this picture, appear quite small, and yet a full grown quail is as large as a pigeon.

5. Quails are very fond of grain, and they are often seen around wheat fields, where they pick up the grains of wheat.

6. When they see the farmer coming, they fly away, or run and hide in the bushes.

7. As soon as the farmer goes to his work, they fly upon the fence or stone-wall, then sing out, and seem to say: "Some! *More!* WHEAT!"

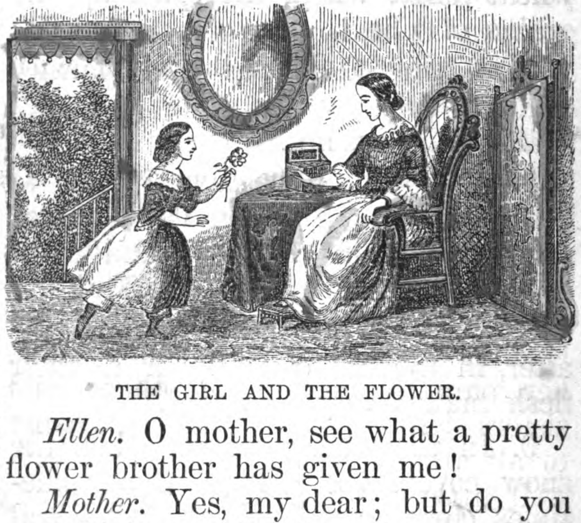
8. Quails are very much sought after, in the fall of the year, as their flesh makes very rich food.

9. In the winter season, when the snow covers the ground, they sometimes come around wheat-stacks, and even into barn yards to seek food.

10. They go in small flocks, and are often caught in traps or snares, set for that purpose.

LESSON LX.

PRET′ TY, handsome.
FLOW′ ER, blossom.
A FRAID′, fearful.
WISH′ ES, desires.
IN DEED′, in truth.
AL′ MOST, nearly.
FRA′ GRANCE, odor.
GEN′ TLE, meek; mild.
MAN′ NERS, behavior.
PLEAS′ URE, delight.
O BLIGE′, favor.
IM PART′, give; grant.
DE RIVE′, get; receive.
PER′ FUME, scent; odor.



THE GIRL AND THE FLOWER.

Ellen. O mother, see what a pretty flower brother has given me!

Mother. Yes, my dear; but do you not think your brother was very kind to give you that pretty flower, when you were so unkind, as not to let him see your new doll this morning?

Ellen. Why, mother, I was afraid

he would spoil it; but I will let him take it now, if he wishes to see it.

Mother. Yes; but you should be kind to your brother at all times. Do you smell the pretty flower which your brother has given you?

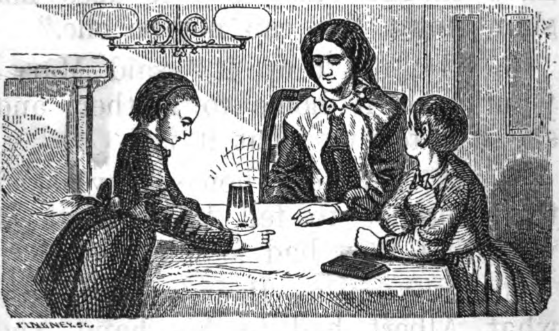
Ellen. O it is very sweet, indeed! It has almost filled the room with its fragrance.

Mother. Yes, my dear, and may you not learn something from this? If a little flower, like the one in your hand, can make all the air in this room so sweet, do you not think a little girl of gentle manners and lovely temper, can do much to make her parents, and her brothers, and sisters happy, and so give pleasure to all around her′?

If little children were always kind, and willing to oblige each other, their conduct would impart much more pleasure to their friends, than they derive from the perfume of the most fragrant flowers.

LESSON LXI.

Flit′ ting,	fluttering.
Ask′ ed,	requested.
Rea′ son,	cause.
Thou′ sand,	ten hundred.
In′ sects,	small animals, as bugs, flies, ants, etc.
A bout′,	around.
En ough′,	sufficient.



THE FIRE-FLY.

1. As Albert and Mary were coming home from their aunt's, where they had spent the day, they saw a great many bright lights in the bushes, by the road side.

2. "Look! look! what can that be?" said Albert to the servant who was with them.

3. "O," said she, "it is the moon shining on the drops of dew!"

4. "O no!" said Mary; "the moon does not shine through that thick hedge. Let me try to pick up one."

5. "Here it is!" cried Albert. "I have caught one; but it does not shine now; this can not be one."

6. "Do not drop it," said Mary; "but take it home to mother, and she will tell us what it is."

7. As they came home, they asked their mother to tell them what it was, that they had found.

8. As soon as their mother saw what Albert had in his hand, she told them it was a fire-fly.

9. "A fire-fly!" said Albert; "what kind of a fly can that be? Is that fire which shines so bright?"

10. "O no!" said his mother; "it is something under its wings, which gives light in the dark. This is the reason why we call it a fire-fly.

11. "It is a fine sight to see thousands of these little insects flitting

about in the dark bushes, when the nights are warm.

12. "When I was a little girl, my brother and I caught a large number of fire-flies, and put them into a glass lamp, where they gave so much light, that we could see to read."

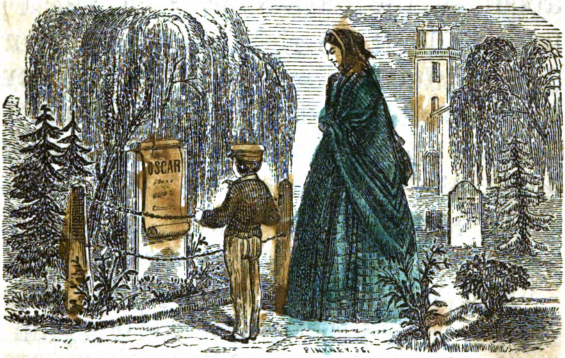
13. "How queer!" said Mary, "when you want a light, just to run out in the bushes, and get one!"

14. "How many things there are in the world," said Albert, "which I have never heard nor thought of!"

15. "Yes," said his mother, "that is quite true; and, though you should live to be an old man, you will still have to say the same; for the earth is full of the works of the Lord, and no life is long enough to learn them all."

LESSON LXII.

Sor′ row, grief; regret.
Pre pare′, get ready.
En′ ter, pass into.
Be neath′, under.
Dis′ mal, gloomy.
Life′ less, dead.
Spir′ it, soul.
Vis′ ion, sight.



MY LITTLE BROTHER'S GRAVE.

Mother. My son, would you like to walk with me to the church-yard, to see your little brother's grave?

Son. I would like to take a walk; but I do not like to go to brother's grave; it makes me feel so sad.

Mother. But why do you feel sad, my son? Your brother, Oscar, feels no pain in the grave.

Son. It makes me feel sad to think how much pain he must have felt, when he was so sick, and died.

Mother. It is not wrong to mourn for the loss of our friends, whom we shall see no more in this world; but would it be right to forget your dear little brother, with whom you have spent so many happy hours?

Son. I do not think I shall ever forget him; but, when we went to his grave last week, you wept so that it has made me feel sad ever since.

Mother. I would not have you think, that I wish little Oscar back again; for he is much more blest and happy now, than he could be with us.

Son. If little Oscar feels no pain, and is so blest and happy, why may we not feel happy, when we go to look at his grave?

Mother. We may; but, then, it is for our good sometimes to feel sorrow; for by it the heart is made better. If we were to feel no sorrow here, we might forget that there was any better place than this earth, and should not prepare for our home in Heaven, where sorrow and death can never enter.

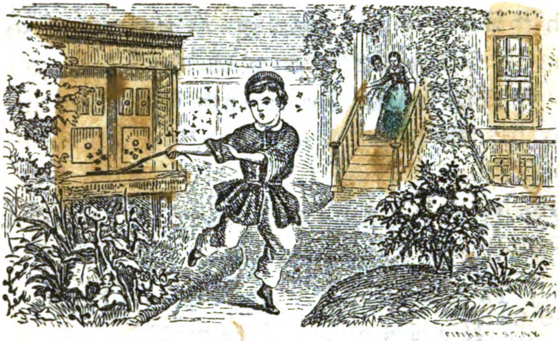
1. "What is that little grassy mound,
Where pretty roses bloom?"
"Your brother lies beneath that ground,—
'Tis little Oscar's tomb."

2. "Alas! did little Oscar die?
How dismal it must be
To bid this lovely world good-by!
It seems quite sad to me!"

3. "But, though his lifeless form lies here,
His spirit lives above,
And sees, with vision bright and clear,
The God of life and love."

LESSON LXIII.

Cru′ el,	hard-hearted.
Hab′ it,	custom.
Catch′ ing,	seizing.
Wick′ ed,	sinful.
Bus′ y,	actively engaged.
Gath′ er,	collect.
Jump′ ed,	leaped.
Serv′ ed,	treated.
Caus′ ed,	brought on.
Pull′ ing,	drawing.
Re venge′.	return of injury.
Treat′ ment,	usage.
Quick′ ly,	speedily.
Rush′ ed,	moved rapidly.
Prov′ ed,	was found to be.
Prac′ tice,	custom.
Dis tress′,	anguish.
Crea′ ture,	being.



THE CRUEL LITTLE BOY AND THE BEES.

1. A cruel little boy, named Hiram Hardy, was in the habit of catching bugs and flies, to pull off their wings for sport.

2. His mother told him, it was very wicked and cruel to do so; for the poor little bugs and flies could feel pain as well as he.

3. One day, as he was at play in the garden, he saw a honey-bee, very busy, flying among the flowers to gather honey.

4. As the bee was hid in a large flower, he jumped forward, and caught it in his hand; but he had no sooner

taken it, than the bee stung him so badly, that he was glad to let it go.

5. He ran, crying and screaming, to his mother; but she told him the bee had served him right, and that she hoped it would teach him a lesson, which he would not soon forget.

6. She told him that the pain which he caused the little bugs and flies, by pulling off their wings, was much greater than that which he felt from the sting of the bee.

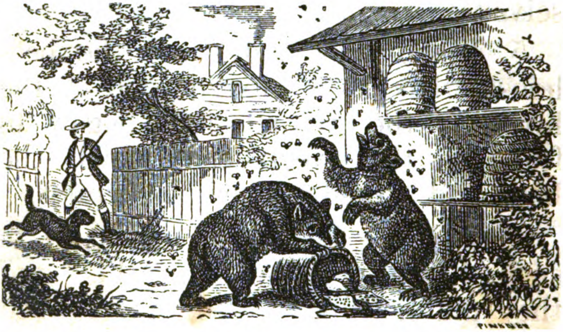
7. But Hiram thought he would seek revenge on the bees; and so he took a stick, and thrust it into the hive, where they were at work.

8. But the bees, not liking this kind of treatment, quickly rushed out of their hive, and stung his hands and face so badly, that he could not leave his bed for many days.

9. But this proved a good lesson to Hiram, as it cured him of the cruel practice of giving pain and distress to any living creature.

LESSON LXIV.

Dis′ tance, remoteness.
Rob′ bing, plundering.
Stor′ ed, laid up.
Us′ ed, accustomed.
Rob′ bers, thieves.
Paw′ ed, scraped with the fore foot.
Groan′ ed, moaned.
A do′, trouble.
Pur suit′, chase.
Aim′ ed, directed.
Cov′ et, desire.
Ob tain′, get.
De sire′, wish.



THE YOUNG BEARS AND THE BEES.

1. Two young bears came out of the woods one day, to a farmer's bee-house, to rob the bees of their honey.

2. Bears are very fond of any thing sweet, and they can tell where the bee-hives are; for they can smell the honey at a great distance.

3. They were not very wise, or they would have known that it would not be safe for them to be seen robbing a bee-house in the day time.

4. But they were like some young children, who think they know what is best, and can take care of themselves.

5. When they had found the bee-house, they soon brought one of the hives to the ground, and began to feast on the sweet food, which the bees had stored up for the winter.

6. But the bees were not used to such harsh treatment as this, and they did not like to be thus robbed of the fruits of their summer's toils.

7. So they flew at the young robbers, and stung their ears, and eyes, and noses, till they pawed their heads, and even groaned for pain.

8. But this was not all. The farmer, hearing their screams, went out to see what was the cause of this ado.

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He soon saw the two black thieves, making their way back to the woods.

9. The farmer took his gun and dog, and went in pursuit of the bold robbers.

10. The dog soon drove them up a large tree, whence two or three balls from the farmer's rifle, brought them both to the ground.

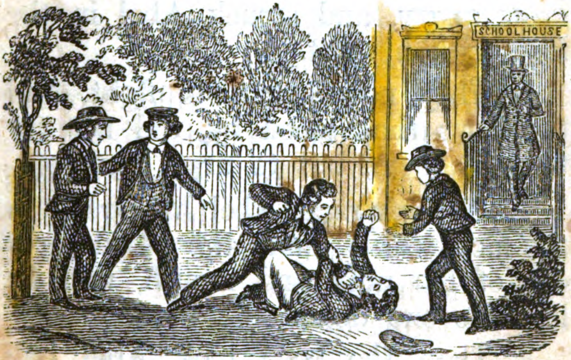
11. Thus the two young bears found, to their sorrow, that the sting of the bees gave them more pain, than the honey gave them pleasure, besides losing their lives.

12. I hope, children, you will learn from this story, not to covet what does not belong to you, nor take, without leave, any thing that is not your own.

13. For, even though you should obtain the object of your desire by false means, you will find, when it is too late, that "it leaves a real sting behind."

LESSON LXV.

An′ gry, mad; provoked.
Bruis′ ed, hurt.
Swoll′ en, swelled.
Care′ ful, cautious.
Dis putes′, strifes; contests.
Mat′ ter, affair.
Quar′ rel, fight.
Ef fects′, results.
Un wise′, foolish.
Be′ ings, living creatures.



AN EYE FOR A PIN.

1. Two little boys, Abel and Orson, sat down to play pushpin.

2. Each boy put a pin on the crown of a hat, and began to knock it,—first the one, and then the other.

3. He that could knock the hat so as to make the pins cross each other, took both pins.

4. As they were thus at play, Orson hit the hat, so that, as he said, the point of one pin lay across the other, and so took both.

5. Abel said he did not. Orson grew angry, and struck Abel in the face with his fist.

6. They now began to fight, and the boys that stood by, did not try to part them, but to urge them on.

7. In their rage, Abel hit Orson in the face, which made the blood gush out of his nose and mouth, and he lay like one dead.

8. Then the boys took Abel off; but Orson was so badly hurt, that he could not get up. They were afraid that Abel had killed him.

9. The teacher came out, and washed the blood from his face; but one of his eyes was so bruised and swollen, that he could not open it.

10. From that day, the sight of his eye grew more and more dim, till it

quite failed. Thus Orson lost the sight of one of his eyes for a pin.

11. Boys should be careful, while at their play, to guard against disputes, even in small things.

12. A pin was a small matter, even for little boys to quarrel about; but how sad were its effects!

13. But men are sometimes quite as unwise as boys. Two nations once went to war* on account of an old bucket, and, in that war, ten thousand human beings lost their lives.

LESSON LXVI.

Ceas′ ed,	stopped.	False′ hood,	untruth.
Spi′ ed,	saw; observed.	Blos′ som,	bloom.
Lodg′ ed,	stuck fast.	Gnaw′ ed,	bit.
Plain′ ly,	clearly.	Wee′ vil,	small insect.
Stop′ ping,	ceasing to go.	De stroys′,	devours.
Pre vent′,	hinder.	Boast′ eth,	brags.
Mis′ chief,	harm.	Be hold′,	look; see.
Vi′ ces,	faults.	Kin′ dleth,	sets on fire.

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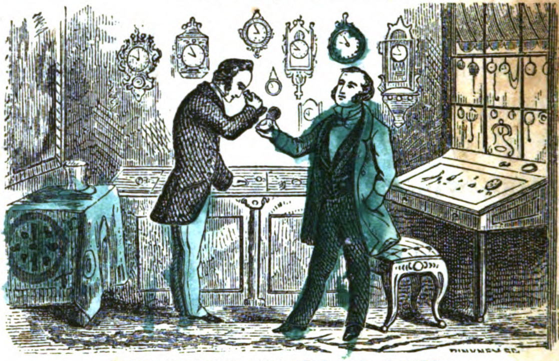
* This war took place about seven hundred years ago, between the soldiers of Modena and those of Bologna.



THE LITTLE GRAIN OF SAND.

1. A man bought a watch, which, for a while, kept very good time; but soon it began to beat slower and slower, till, at length, it ceased to run.

2. He took the watch to the maker, to see if he could not find out why it stopped, and make it keep good time again.

3. The watch-maker took his glass, and, with it, spied a little grain of sand, lodged between the wheels of the watch.

4. Then said he to the man: "I can cure your watch; for I see plainly the cause of its stopping."

5. He then took the little grain of sand out of the watch; when it began to run, and keep as good time as ever.

6. When the man saw the grain of sand, which was not as large as the head of a small pin, he said: "I should not have thought so small a thing as that, could prevent the watch from keeping time."

7. "True," said the watch-maker; "it is a very little grain of sand, and that is the very reason, why it was the cause of so much mischief.

8. "If it had not been so very small, it would never have been thus lodged between the wheels of your watch, or you might have seen it, and taken it out yourself."

9. It is just so with the hearts of children. They have more reason to fear mischief from little vices,—little lies, little thefts, little pride, than from those that are greater.

10. No little boy would think of

telling a great falsehood; for he very well knows that no one would believe it.

11. He would not think of stealing a large sum of money; for, if he had it, he would not know what use to make of it.

12. The buds that would blossom, and make the sweetest flowers in the garden, are often gnawed off by a very small worm.

13. The weevil is a very little insect, and yet it often destroys the farmer's large fields of wheat.

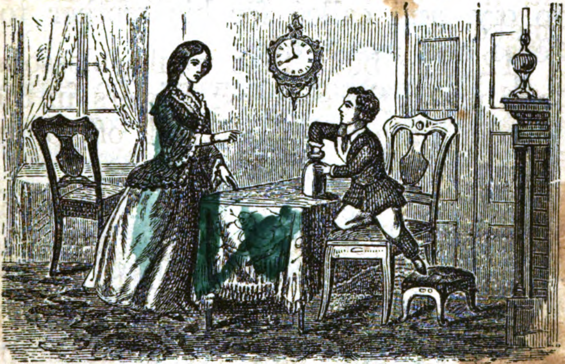
14. The coral is much smaller than the little ant, and yet great ships are sometimes wrecked on the hard, bony reefs, which they form in the ocean.

15. A great man once lost his life by the sting of a very little insect.

16. "The tongue is a little member, and boasteth great things. Behold how great a matter a little fire kindleth!"

LESSON LXVII.

Near′ ly almost.
Grasp′ ed, seized.
Nar′ row, scant.
Will′ ing, disposed.
Vex′ ed, provoked.
As sist′, aid; help.
Greed′ y, eager to get.
Ven′ ture, try; risk.
Ad vice′, counsel.
Drop′ ped, let go.
Cau′ tion, warning.
At tempt′, undertake.
Per form′, do.
Ef′ fort, trial.



THE BOY AND THE FILBERTS.

1. As little Herbert came home from school one day, he saw, standing on the table, a glass jar nearly full of filberts.

2. He thrust his hand into the jar, and grasped as many as it could hold; but the neck of the vessel was so narrow, that he could not get his

hand out again, without letting go a part of the filberts.

3. Not willing to lose his hold of the filberts, he tried, for some time, to draw out his hand; but in vain. He became so vexed that he began to cry, and called for his mother to come and assist him.

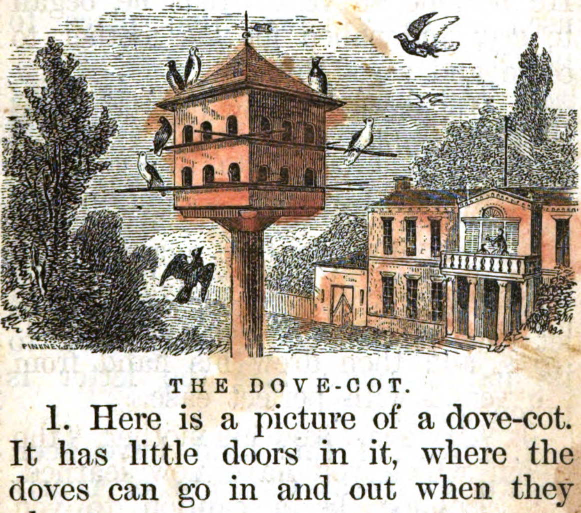
4. His mother, knowing the cause of his trouble, said: "My son, you are quite too greedy. Grasp half the number, and then, if you wish for more, you may venture again."

5. Herbert took the advice of his mother, dropped a part of the filberts, and then drew his hand from the vessel with perfect ease.

6. "My son," said his mother, "the lesson which you have now learned, will, I hope, be a caution to you through life, never to attempt more than you are able to perform; and never to give up in despair, because you can not do what you wish at the first effort."

LESSON LXVIII.

Re main′, stay; abide.
Weath′ er, state of the air.
Car′ ry, convey.
Hast′ ens, hurries.
Qui′ et, peaceful.
Harm′ less, innocent.
There′ fore, for that reason.
Civ′ il, polite.
Pa′ tient, forbearing.
Pet′ tish, fretful.
Glad′ den, make glad.
Thank′ ful, grateful.



THE DOVE-COT.

1. Here is a picture of a dove-cot. It has little doors in it, where the doves can go in and out when they please.

2. The cot is their house, in which they make their nests, and rear their young.

3. When it rains and storms, the doves remain in their cot; but, when

the weather is pleasant, they come out, and fly around to pick up insects and grain.

4. Doves can fly very fast, and, on this account, some kinds have been used to carry news from place to place.

5. The way this is done is this: the parent dove is taken from its young, and brought to the country, from which we wish to obtain the news.

6. A letter is then tied under the wings of the dove, and, when it is let loose, it hastens quickly back to its native place, and the letter is taken and read.

7. Doves of this kind have been known to fly at the rate of nearly one hundred and fifty miles an hour.

8. The dove is a quiet, harmless bird; and it never quarrels with its mate. Children should, therefore, learn from the dove, to be gentle and kind to their brothers and sisters.

9. Coo! coo! pretty dove, all the day,
Coo! coo! to your children and mate;
You seem, in your soft note, to say,—
You never know anger and hate.

10. And thus little children should try
To be civil, and patient, and kind;
And not to be pettish and cry,
When they can not have all to their mind.

LESSON LXIX.

GOD MADE ALL THINGS.

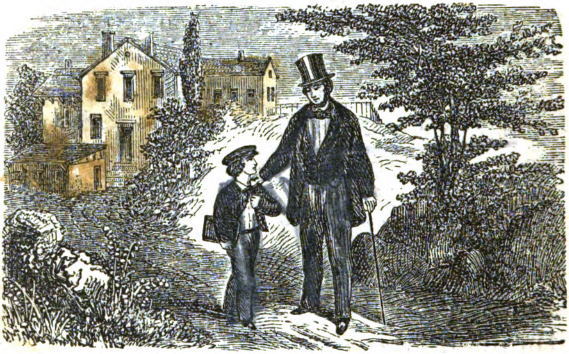
1. God made the sky so bright and blue;
God made the grass so green;
He made the flowers that smell so sweet,
In pretty colors seen.

2. God made the little bird to fly,
With praises on her tongue;
And, though she soars so very high,
She'll not forget her young.

3. God made the sun to shine so bright,
And gladden all we see;
It comes to give us heat and light;
How thankful we should be!

LESSON LXX.

Pass′ ing	going.	Per′ sons	people.
In tend′	design.	At tain′	come to.
Mer′ chants	traders.	Stat′ ure	height; size.
An′ swer	reply.	Be fit′	become.
Re spect′	esteem.	Re solve′	determine.



"I MEAN TO BE A MAN."

1. A man who was passing along the road one morning, met a little boy, seven years of age, with his books under his arm, going to school.

2. After talking with the boy a few minutes, he said to him: "Well, my little boy, what do you intend to be, when you are grown up?"

3. He had asked many other boys the same question before; and some

told him they meant to be farmers; some, merchants; and some, lawyers.

4. But what do you think was the answer of this little boy? Said he: "I mean to be a MAN!"

5. It matters very little whether he become a farmer, or a merchant, or a lawyer. If he be a MAN, he will have the respect and esteem of all who know him.

6. Many little boys think that, if they were to grow up, and be as large as their fathers, they would, therefore, be men.

7. But, in one sense, some persons never become men; but are *great boys*, even after they have grown up.

8. Ask your parents what makes a man, and they will tell you, it is not only to attain the age and stature of a man, but to have the wisdom and knowledge that befit a man.

9. Now, as you know what makes a man, resolve, like this little boy, to be one.

LESSON LXXI.

PLEAS' ING, pleasant.	SEEM' ED, appeared.
FIN' EST, loveliest.	JUI' CY, full of juice.
TAK' ING, getting.	AP PEAR', seem.
NEAR' ER, closer.	LIST' EN, hearken.
MERE' LY, only.	O BEY', mind; heed.
SUB' STANCE, reality.	DE CEIVE', mislead.

REAL THINGS.

1. It is pleasing to look at a flower made of paper or wax; but it is much more pleasing to see a real flower.

2. A wild rose growing in the hedge, is far more lovely than the finest rose ever made by human skill.

3. I once stopped to view, in a shop window, a large bunch of grapes, with green leaves around them, a ripe melon, a fine, rosy apple, cherries, and peaches, looking so ripe, and so sweet, that I had quite a desire to taste them.

4. But, on taking a nearer view, I found they had merely the form without the substance.

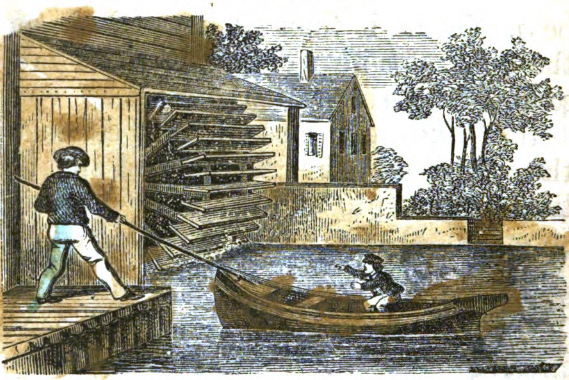
5. What I took to be the finest fruit, was nothing but hard stones, painted over so as to look like real fruit; and the grapes that seemed so soft and juicy, were as hard as marbles.

6. They were very pretty to look at; but they were not real grapes.

7. How many boys and girls there are like this fruit! They appear very well; they listen to good advice, and seem to obey their parents; but, at other times, they deceive, and, like the false grapes, are not what they seem to be. We must *be* good, as well as *seem* good.

LESSON LXXII.

Chain′ ed, fastened.
Wish′ ed, desired.
A lone′, by himself.
Pleas′ ed, delighted.
No′ tice, observe.
Fur′ ther, more distant.
Fast′ er, swifter.
Rap′ id, very swift.
Up set′, overturned.
Kind′ ness, good-will.
For give′, pardon.
Mer′ cy, favor.
Sor′ ry, grieved.
Free′ ly, frankly.



THE BOY AND THE BOAT.

1. Mr. Sanford had a little boat, which he kept chained to a post, on the bank of a river, that ran near his house.

2. He had often told his son, Delos, not to get into the boat, nor go near the edge of the water, when no one was with him.

3. It was a very pretty boat, painted white and green; and Delos very much wished to take a ride in it by himself.

4. One day, while he was alone in the garden, he thought there could

be no harm in just going to look at the boat; for he would take care not to fall into the water.

5. So he went close to the edge of the water, and thought how he should like to get into the boat, which was so near the shore, that he could jump into it with ease.

6. He knew that it was wrong to do what he had been told not to do; but he did not stop to think about that.

7. He sprang into the boat, and was so much pleased with it, he did not notice that the chain had not been locked to the post, till he began to float out into the stream.

8. Delos was now in great fear; for he could not stop the boat, nor guide it, as he had no oars; and he was too far from the shore to jump back again.

9. On went the boat farther and farther from the shore, and Delos knew not what to do. He cried for help; but no one heard him. He was

afraid that the stream would carry him to a large water-wheel, just by the side of a mill, which was only a little way off.

10. The boat began to go faster and faster toward the wheel, which was turning round at a rapid rate.

11. Most likely the boat would have been dashed against the wheel, and upset, and Delos would have been drowned, if the miller had not seen him, and run out of the mill, just in time to catch hold of the boat with a long boat-hook which he brought with him.

12. Delos was very glad to get on the shore again. He thanked the miller for his kindness, and then ran home as fast as he could, to ask his father to forgive him.

13. His father told him that it was a great mercy he had not been drowned; but seeing that his son felt sorry for his conduct, he freely forgave him.

LESSON LXXIII.

TRUTH′ FUL, trusty.	HON′ EST, upright.
SKIP′ PED, bounded.	CAN′ DID, open; frank.

THE TRUTHFUL BOY.

1. Once there was a little boy,
With curly hair and pleasant eye,—
A boy who always loved the truth,
And never, never told a lie.

2. And, when he skipped away to school,
The children all about would cry:
"There goes the curly-headed boy,—
The boy who never told a lie."

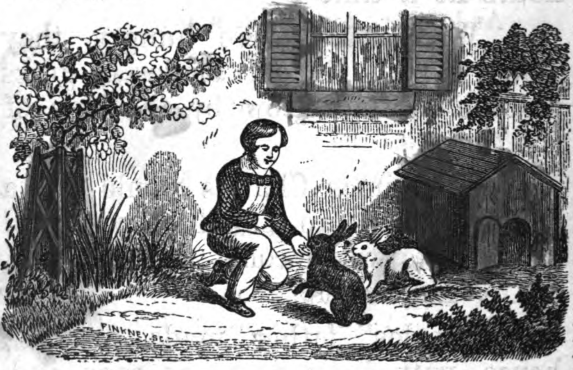
3. And ev'ry body loved him much,
Because he always told the truth;
And often, as he older grew,
'Twas said: "There goes the honest youth."

4. And, when the people, standing near,
Would turn to ask the reason why;
The answer would be always this:
"Because he never told a lie."

5. Learn, little boys, from this brave lad,
Like him, to speak the candid truth,
That all may say of you the same:
"There goes an honest-hearted youth."

LESSON LXXIV.

Pres′ ent,	gift.	Neg lect′,	negligence.
Spright′ ly,	lively.	Clos′ ed,	shut.
Act′ ive,	nimble.	Drag′ ged,	drawn.
Play′ ing,	performing.	Eat′ en,	devoured.
Leap′ ing,	hopping.	Griev′ ed,	afflicted.
Skip′ ping,	bounding.	Chill′ ed,	cold.
Ten′ der,	soft.	Pro vide′,	procure.
Piec′ es,	parts.	Suf′ fer,	bear pain.



CHARLES AND HIS PET RABBITS.

1. When little Charles was about five years of age, one of his playmates gave him two pretty young rabbits as a present.

2. One of them was as black as a coal; so it was named Ebon; and

the other was as white as snow, and it was called Pearl.

3. They were both very sprightly and active: playing all sorts of pranks,—leaping, skipping, and chasing each other about the yard for hours at a time.

4. When they were hungry, they would nip the tender blades of grass and herbs that grew by the side of the fence.

5. Sometimes Charles would cut a sweet apple into small pieces, and the rabbits would come, and eat them out of his hands.

6. Charles' father made a small house, with little doors at each end, so that the rabbits could go in and out when they wished.

7. He then told Charles to get some dry straw, and make them a soft bed to lie on; and to be sure and shut the doors at night, so that nothing might harm them.

8. Early one morning, as he went out to feed his rabbits, he found the doors both wide open, and little Ebon was no where to be seen.

9. Charles, through neglect, had not closed the doors at night, and the rats had killed poor Ebon, and dragged him under the wood-house, where he was found half-eaten up.

10. Charles was much grieved upon losing little Ebon, and Pearl seemed to feel the loss of his mate; for he did not play around the yard as he had before done.

11. The next night, Charles, thinking he would put little Pearl where the rats could not find him, took him into the house, and placed him upon a bin of hard coal, in the cellar.

12. But, as the night was quite cold, Pearl, not having a soft bed to lie on, became chilled, and died before morning.

13. Charles then grieved more than ever. The tears ran down his

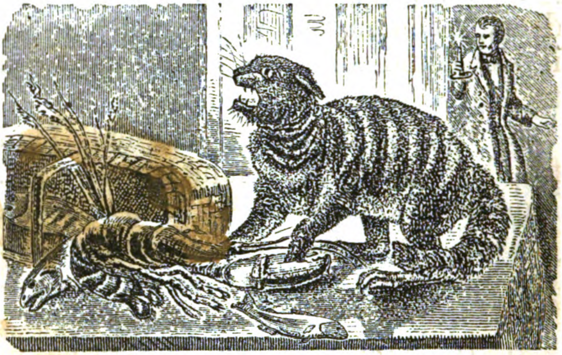
cheeks, and he cried for a long time, to think he had lost both of his little pet rabbits, by not knowing how to take care of them.

14. As Charles was a good boy, and much loved by all who knew him, his cousin, Almon, soon after sent him two more rabbits, which he kept for many years.

15. Young rabbits are very tender creatures; and, if any of my young friends should ever wish to keep them, they must learn to provide for them, and not let them suffer for the want of proper care.

LESSON LXXV.

Priz′ ed, valued.
High′ ly, greatly.
Want′ ed, desired.
Pan′ try, closet.
Al though′, notwithstanding.
Thiev′ ish, given to theft.
Kitch′ en, cook-room.
Squall′ ing, screaming.
Dis′ tress, pain.
Sup′ per, evening meal.
Clinch′ ed, made fast.
Firm′ ly, closely.
Steal′ ing, thieving.
Clutch′ es, claws.
Pri′ ed, forced apart.
Med′ dle, touch; handle.
Be long′, pertain.



THE CAT AND THE LOBSTER.

1. Martha Morton had a large gray cat, named Malta, which she prized very highly; for she was a good cat, and caught all the rats and mice, so that there were none to be seen about the house.

2. Martha took good care of Malta; for, when there were no more rats and mice to be found, she used to feed her twice a day with as much meat and milk as she wanted.

3. Although Martha fed the cat so well, Malta would sometimes creep

into the pantry, like some little children, when no one sees them, to see if she could not find something good to eat.

4. But poor Malta was richly paid for her thievish conduct; for Mr. Morton brought home one night, in a basket, some fish with a large live lobster, which he was to have cooked for his dinner the next day.

5. He laid them on the table in the kitchen, where Malta was lying by the fire. Soon after all the family had gone up into the parlor, they heard old Malta screaming and squalling as though she was in great distress.

6. Mr. Morton ran down stairs, and found the cause of her trouble. She had jumped upon the table, and, feeling around to find a fish for her supper, had put one of her paws into the lobster's claws, where it was clinched as firmly as though it had been caught in a steel trap.

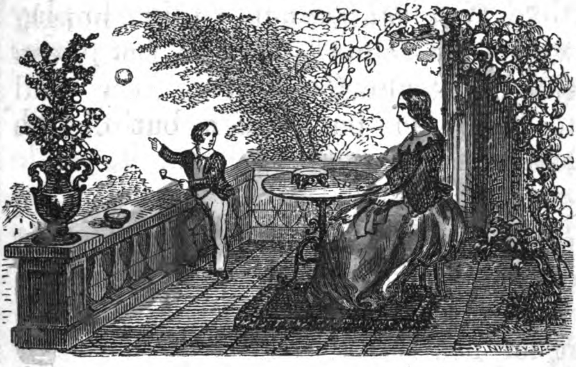
7. Poor Malta felt badly enough, when she found that she had been caught stealing, and was very glad to have her paw taken out of the lobster's clutches.

8. Mr. Morton took the tongs, and pried open the lobster's claws, and drew out poor Malta's foot; but she was so lame that she could not use it for nearly a week.

9. This proved a good lesson to old Malta; for she was very careful, after this, not to meddle with things that did not belong to her.

LESSON LXXVI.

Tir′ ed, wearied.
Dif′ fi cult, hard.
Sat′ is fy, gratify.
De sires′, wishes.
Chang′ ing, varying.
An oth′ er, one more.
Anx′ ious, eager.
Re tain′, keep.
Fair′ est, prettiest.
Frail′ ty, weakness.
Re′ al ly, actually.
En joy′, take pleasure in.
Fond′ ly, lovingly.
Earth′ ly, belonging to earth.
Love′ ly, charming.
Fleet′ ing, transient.
Tran′ sient, not lasting.



HEBER AND THE SOAP BUBBLES.

1. Heber, after playing with his top, hoop, and marbles, for some time, asked his mother, if she would get him something else to play with; "for," said he, "I am tired of playing with these."

2. "O yes! my son," said his mother; "but, if I should get you something else, I fear you would soon become tired of it.

3. "Little boys change their minds so often, that it is very difficult to satisfy their many desires!"

4. "O no!" I think I should not get

tired, if I had some new thing to play with," said Heber. "Will you please get it for me, mother?"

5. His mother took a basin, and, putting soap and water in it, made some strong suds; then, with a tobacco pipe, she showed him how to make soap bubbles.

6. When Heber saw the large, round bubbles, with their bright, changing colors, rolling along on the floor, he cried out: "O! O, mother! I shall never get tired of this play! I will make a large pile, and keep them."

7. Heber made one large bubble; but before he could make another, the one he made first, broke. He tried for some time to make a large number of them; but he could not have more than one at a time.

8. His mother, seeing how anxious he was to retain the pretty bubbles, asked him how he liked his new play.

9. "O," said Heber, "I should like it very much, if I could keep them; but they break almost as soon as they are made!"

10. "True," said his mother; "they are too frail to last long. They are like the early flowers of spring, that soon fade away.

11. "You should learn, my son, from the frailty of these bubbles, not to desire more of the things of this world, than you really need.

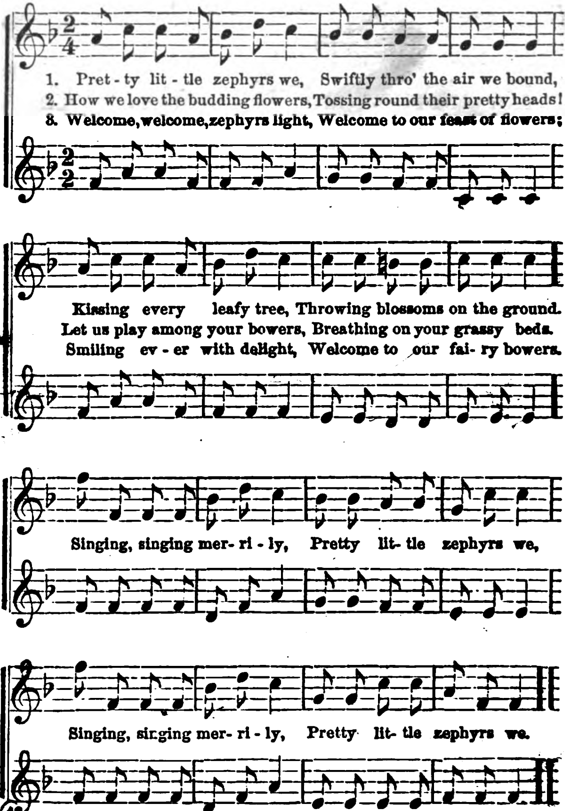
12. "One little bubble was just as round, as bright, and as pretty as all the others, and it was as much as you could enjoy at once.

13. "Learn, also, not to set your heart too fondly on any earthly object; for, like the fleeting bubble, it will soon pass away."

14. O lovely, frail, and fleeting forms!
Though transient be your stay,
Let all from you the lesson learn,
That we must pass away.

ZEPHYR'S SONG.

From "Flora's Festival."


1. Pret - ty lit - tle zephyrs we, Swiftly thro' the air we bound,
2. How we love the budding flowers, Tossing round their pretty heads!
3. Welcome, welcome, zephyrs light, Welcome to our feast of flowers;
Kissing every leafy tree, Throwing blossoms on the ground.
Let us play among your bowers, Breathing on your grassy beds.
Smiling ev - er with delight, Welcome to our fai- ry bowers.
Singing, singing mer- ri - ly, Pretty lit- tle zephyrs we,
Singing, singing mer- ri - ly, Pretty lit- tle zephyrs we.

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